

Local Offer Educational Setting

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:	Bringhurst Primary School
Address:	Great Easton Road, Bringhurst, Market Harborough, Leicestershire LE16 8RH
Telephone Number:	01536 605146
Name of Head teacher/Principal:	Mrs Angela Watson
Head teacher/Principal's contact details:	Bringhurst Primary School Great Easton Road, Bringhurst, Market Harborough Leicestershire LE16 8RH
Website address:	www.bringhurstprimary.co.uk
Email address:	office@bringhurstprimary.co.uk
School/College Specialism:	Main Stream Primary School
Age Range of students (start and finish) to include Post 14 onwards where relevant):	4+ to 11 Years (Early Years to Year 6)
Date of Last Inspection:	May 2017
Outcome of last inspection:	Good

Does school/college have a specialist designated unit/additional learning support department?

No

Total number of students with special educational needs at college/setting :	18
Total number of students receiving additional learning support: Literacy and or numeracy support	13

1. The kinds of special educational needs for which provision is made.

Brighthurst Primary School is a mainstream school in a rural location.

Brighthurst is committed to delivering a fully inclusive curriculum which ensures all pupils achieve their potential.

Staff are committed to the principle that ‘every teacher is a teacher of every pupil whether or not they have Special Educational Needs and that all teachers, therefore, have the responsibility for identifying and supporting young people with SEND.’ (Code of Practice 2014)

At various times, many children require additional help and support to meet their needs or improve their learning for a short period of time. If however, a pupil presents with a SEN or Disability, provision is made to overcome as successfully as possible any barriers to learning that are identified.

Our staff have experience of teaching pupils with a range of Special educational Needs that fall into the following areas:

Communicating and Interacting

Children can sometimes have speech, language and communication difficulties that make it difficult for them to make sense of language or to understand how to communicate well with others.

Cognition and Learning

Sometimes children learn at a slower pace than their peers. They may have difficulty understanding parts of the curriculum, have problems with organization and/or memory skills or have a specific literacy or numeracy difficulty.

Social, emotional and mental health difficulties

Developing effective social skills can sometimes be difficult for young people. They may need extra support and teaching to develop behaviours that help them to make good relationships, develop independent learning or emotional understanding and well- being.

Sensory and / or physical needs

Some children have may have sensory processing difficulties, visual and/or hearing impairments or a physical need that means they need additional ongoing support and equipment.

2. Information about policies for the identification and assessment of pupils with special educational needs.

- Where there are pre-existing identified difficulties of children joining school in the Foundation Stage, information is shared between pre-school settings, the EYFS Teacher and the school's SENCO. For children joining school at any other point, information is shared between the schools' SENCOs.
- Teachers in all year groups carry out regular assessments and observations of children's progress and learning behaviours. As recommended by the Code of Practice 2014, if they observe that a child is making less than expected progress given their age and individual circumstances, further action will be taken. This action will involve raising an initial concern to parents or carers and to the school's SENCO. Working together with all parties, as much information as possible is collected by the SENCO to establish what the child's needs are. This will usually include talking to the child, observing them in class and may involve the completion by the SENCO of further diagnostic assessments around particular aspects of their learning.
- At all stages concerns and next steps will be communicated with parents either by the class Teacher or SENCO. Parents may approach the school to raise an initial concern which will be investigated further. Often parental concerns can be addressed by Quality First Teaching from the class Teacher or parental support.
- SENCO may advise specific leaning strategies to support learning in class. This might include additional adult support from one of the Learning Support Team, a particular resource or type of equipment or different approaches in teaching.
- Teachers will continue to monitor your child's progress and assess the impact of the changes they have made.
- If this level of intervention is not enough to enable your child to catch up, they may have a special educational need. The teacher and SENCO will discuss other forms of support with you, and may seek advice from or referrals to other outside health care agencies or education professionals.
- When a child is identified as having a special educational need, four actions for SEN Support will be put into place known as the Graduated Response – Assess, Plan, Do, Review

Assess – identify what the difficulty is and plan an appropriate strategy

Plan – plan appropriate intervention and support with consideration about personal learning styles. This may include establishing an IEP (Individual Educational Plan) which identifies key learning targets or skills for your child to work on, the support that they will be given and how their progress will be monitored. These targets will be shared with the child and written in child friendly language and will also include ideas and advise about how you can help at home.

Do – deliver support. Support might include:-

- individual or small group support to develop specific skills or areas of learning
- commercial intervention program of work which staff have been trained to deliver - specialist equipment or resources
- program of work delivered in school on the advise of other professionals such as speech therapist or occupational therapist.

Review – meet and discuss progress with child, parents, class teacher and SENCO three times a year.

3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans, including:

(a) How Brighthurst Primary School evaluates the effectiveness of its provision for pupils with special educational needs.

- Pupil progress data is reviewed each term and the effectiveness of additional support or intervention is evaluated. The views of the pupils and parents or carers are also taken into account.
- Small steps progress against pupils' targets are recorded and reviewed. This is supported by observations of work and learning made by staff working with the pupil.
- Learning walks and class observations carried out by curriculum leaders also look at progress of all pupils.
- The review feeds back into the analysis of the pupil's needs and next step target setting.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs

Pupil Progress Meetings.

- Parent and carers are welcome to make an appointment at any time to meet with the class teacher and/or SENCO to discuss their child's progress, seek advice or ask for information about how to support their child's learning.
- Parents and carers will be invited into school at a mutually convenient time to discuss their child's SEN progress, provision and next step targets three times a year.
- Teachers, Parents and carers are also encouraged to use the child's communication book to highlight and celebrate positive learning and progress.
- Children identified as having complex higher need SEND will have a SEND Support Plan and a one page profile as advised by Leicestershire County Council. This may then be used to inform any application for statutory assessment for an Education Health and Care Plan (EHCP) should it be required.

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(c) Our approach to teaching pupils with special educational needs

- All children at Bringhurst, including pupils' with SEND receive quality first teaching that is differentiated to meet the needs of all children within the classroom environment.
- All staff members have high expectations of all pupils and aim for pupils to be able to work independently in class alongside their peers.
- We aim to put in sufficient additional support to enable children to reach their targets but without developing learned dependence on an adult.
- When necessary, children receive additional support, both in and outside of the classroom. This may be delivered in small groups or 1 to 1 by either a Teaching Assistant trained in delivering the intervention or a Class Teacher.
- Some children work 1-1 outside the classroom with the SENCO who has SEN Teaching experience and expertise.
- Sometimes children receive 1 – 1 sessions within school from specialist external agencies such as Occupational Therapy.
- Teachers and Support staff work hard to engage with and carry out follow- up advice and activities provided by external agencies such as Occupational/Speech and Language Therapists, Educational Psychologists, Autism Outreach

(d) How we will adapt the curriculum and learning environment for pupils with special educational needs

- All our classrooms are inclusive and friendly.
- Staff teach and support children taking into account differing learning styles, behaviours and strengths.
- Staff have knowledge and understanding of methods and adjustments that make our school 'Dyslexia Friendly.'
- As part of normal class differentiation, curriculum content can be simplified and made accessible by using visual, tactile and concrete resources.
- During formal tests and class assessment acceptable access arrangements are made that allow pupils' with SEND to demonstrate their learning. This could take the form of enlarged texts, smaller test environment, rest breaks, reader or scribe.
- Staff know and understand that good practice for SEND pupils is good practice for all pupils.

(e) How we will provide additional support for learning that is available to pupils with special educational needs

- The level of support provided for pupils with SEND is dependent on the child's level of need.
- The Provision Map is reviewed at the beginning of the academic year and after Pupil Progress review discussions. Changes to provision are made in light of the review and progress made.
- Our best efforts are made to meet the levels of support required within the allocated resources.
- An application for the LA Higher Needs Funding will be made if a child meets the LA criteria of complex Special Educational Need.
- Children who may require higher levels of support have access to appropriately trained support staff.

(f) Activities available for pupils with special educational needs in addition to those available in accordance with the curriculum

- Bringhurst Primary School offers a wide range of extra-curricular activities to all pupils including sports clubs, dance, film club, gardening club. Choir and instrumental tuition. ❖ The school offers an after school club run on the school premises during term time.
- Pupils with SEND are able to participate in school visits and residential trips with prior planning if necessary. Reasonable adjustments will be made to ensure this including assigning a designated support adult.
- SEND pupils are included in all other opportunities within the school aimed at developing social skills such as being on the School Council, Sports Leaders, House Events and PSHE lessons.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

- The school recognizes the importance of supporting the development of good emotional and social skills and well-being in order for good learning to take place. Sensitive and professional systems of communication are in place between parents and staff to make known any occasional changes in emotional needs of individual children.
- We have a designated teaching assistant responsible for monitoring and leading Pastoral Care
- Staff deliver PSHE SEAL and Circle Time lessons as part of the curriculum
- We have staff Knowledge and understanding of Attachment Difficulties
- We have a Teaching Assistant trained to support pupils with mental health issues.
- Any particular individual concerns are discussed with parents and individual solutions put in place.
- On occasion it may be necessary for the school to seek advice from other professional to support a child's needs. If the parents and school are concerned that the child may have mental health needs we encourage parents to ask their GP for a referral to CAMHS (child and Adolescent Mental Health Services) or the school may make a referral through the Educational Psychologist or School Nurse.
- Safeguarding; three members of staff are DSP trained
- Medical Issues. Designated Teaching Assistant for First Aid and Medicine administration in accordance with guidelines. Two designated staff Paediatric First Aid trained. All staff are trained in the use of epi-pens.
- Bringhurst is a 'Nut Free School'
- We have a well-developed Behaviour policy which promotes positive behaviours and mutual respect between adults and children.
- We regularly find out how children feel about school through pupil interviews and questionnaires, which identify any specific areas of concern.

4. The name of and contact details of SEN co-ordinator / Manager of Special Educational Needs or Disabilities (SEND) / Additional Learning Support Department:

SENCO – Angela Watson - Headteacher

To make an appointment or leave a message please phone the school office: - 01536 605146

Email : office@bringhurstprimary.co.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Where necessary this is specific to SEND.
- Teachers and Support Staff have benefitted from a range of courses aimed at supporting children with literacy, numeracy, Speech, Language and Communication difficulties, Autistic Spectrum Disorder and Foetal Alcohol Syndrome.

Support Staff are trained to deliver a range of intervention programmes including:

- Big Moves; Handwriting programmes; Effective Maths support, Read, Write, Inc phonics, Get Writing, Fresh Start writing programme, Reading support.
- Our support staff also have individual expertise in the areas of early years development; Speech, Language and Communication; Dyslexia and Emotional Development.
- The SENCO has training, knowledge and expertise of teaching children with SEN. She is qualified to administer and interpret specific diagnostic assessment tools. The SENCO attends meetings organised by Leicestershire Local Authority and also attends Network meetings with other SENCOs from the DRET Cluster of schools.
- Any relevant training attended is cascaded to staff at staff meetings and on Designated Training Days.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- Where appropriate and in consultation with parents and carers, staff members take advice from specialist external agencies to procure specialist resources to support pupils with special needs such as specialist lap tops or key boards, recording devices or hearing devices as required.
- The school has an easy access toilet and when appropriate we make changes to the environment or building to accommodate for physical or other needs.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

- Bringhurst values the importance of good home - school relationships. We welcome and encourage our parents to talk to staff about their concerns at any time.
- Parents are invited to attend Parent's evenings in both the autumn and spring terms to discuss progress and well being with the class teacher.
- Parents of children with SEND are invited to attend additional Pupil Progress review meeting with the SENCO at least twice a year. At these meetings individual target progress are discussed and next step targets agreed.
- A formal written end of year report is sent out towards the end of the summer term. Pupils with SEND are invited to meet with the SENCO at the start of each school year.
- Parents and carers of our 4+ children are invited to attend information evenings regarding Reading and Phonics and new parents of children due to start school in Foundation are invited to a series information and induction events during the summer term. These are lead by the Early Years Foundation Stage Teacher and are contributed to by the SENCO.
- Other parent information meetings and resources include the topics of internet safety, how to help with home- work, listening to your child read and maths calculation.
- Class news letters are send home at the beginning of every term and staff, parents and Key Stage 2 pupils are encouraged to use the pupil communication book.
- The school regularly show-cases children's work to parents and guests in the form of art and project work displays, assemblies, themed celebrations in the local church and class productions. This helps to develop the children's sense of pride and self- esteem.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

- The involvement of pupils is an essential part of prompting progress for all young people.
- Pupils are encouraged to celebrate the things they do well, acknowledging their strengths whilst recognizing areas they might need to develop, work harder in, or receive support in.
- A child friendly 'Pupils View' delivered at an appropriate level for the age of the child is included in the end of year report.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

All complaints at Bringhurst Primary School are taken extremely seriously. Please see the school's Complaint Policy which can be found on the school website or a copy requested from the school office.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The governing body monitors the provision of SEND across the school. The governor/s responsible for SEND and the SENCO discuss and report to the governors in termly meetings along with a SEND report.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

The first point of contact to share concerns and seek advice and support is your class teacher. You can also arrange a meeting with the Head teacher, Mrs Angela Watson.

Telephone 01536 605146

Email; office@bringhurstprimary.co.uk

Further sources of support include SENDIASS – Information Advice and Support Service (formally known as Parent Partnership Service) 0116 305 5614 or <http://www.leics.gov.uk/parents.htm>

Details of the Local Education Authority's local offer can be found on this website:

http://www.leics.gov.uk/index/children_families/local_offer.htm

12. The arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

- We have a good working relationship with our feeder secondary school, Uppingham Community College.
- Our SENCO and Year 6 teacher work closely with UCC's Year 7 induction lead teacher and SENCO during the summer term. Our schools work together to put a supported package of transition together for pupils' with higher needs SEND. This might involve SEND pupils making extra supported visits to the secondary setting at quieter times, having 'a go' on the bus, taking photographs of key rooms and staff that they will need to remember or compiling an individual induction booklet of information.
- Contact is made with any other secondary school and arrangements are made to exchange and pass on information, review documents, reports and SEN support Plans where they exist.
- Transition into a new school and within school can be difficult for both the parents and pupils of SEND. We plan ahead to ensure that information is shared in advance of the pupil arriving in the new setting. This is to ensure the teacher is aware of individual needs and can make any necessary preparations to secure resources or training required. Where appropriate additional visits are made for pupils to visit their new school or class to familiarize themselves with the environment and get to know key staff and new peers.

13. Information on our contribution to the publication of the local authority's local offer.

Details of the Local Education Authority's local offer can be found on this website:

http://www.leics.gov.uk/index/children_families/local_offer



